ADVOCACY FOR CHILDREN USING THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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Part C

- Focuses on the family
- Developmentally appropriate services for child
- Supports for the family
Individualized Family Services Plan (IFSP)

- outlines services
- based on information about child and family
- written by the multidisciplinary team
- designed to meet the developmental needs of the child and the needs of the family to support the child
Before IFSP is written:

- multidisciplinary assessment of child
- identification of appropriate services
- assessment
  - cognitive development,
  - physical development, including vision and hearing,
  - communication development,
  - social or emotional development, and
  - adaptive development.
- family resources, priorities, and concerns
- supports and services to help family meet child's needs
IFSP must contain:

- child’s present level of development
- family’s resources, priorities, and concerns
- major outcomes expected
- specific early intervention services necessary
- natural environments/justification
- dates of start and duration of services
- service coordinator
- transition to Part B
Early Intervention Services

- family training, counseling, and home visits
- special instruction
- speech-language pathology and audiology
- sign language and cued language services
- occupational therapy and physical therapy
- psychological services
- service coordination services
- medical services (diagnostic/evaluation)
- early identification, screening, and assessment
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IDEA Part B

- Free Appropriate Public Education (FAPE)
- Appropriate evaluation
- Individualized Education Program (IEP)
- Least Restrictive Environment (LRE)
- Parent/student participation in making decisions
- Procedural safeguards
The Four IEP Questions

- What are the child’s present levels of performance?
- What are the child’s goals?
- What is needed to help the child achieve those goals?
- What setting(s) will help the child achieve those goals?
Development of IEP

- Child’s strengths
- Parent’s concerns for enhancing education
- Evaluation results
- Academic, developmental, and functional needs of the child
Special Factors

- Behavior
- Limited English proficiency
- Blind or visually impaired
- Deaf or hard of hearing
  - Language and communication needs
  - Opportunities for direct communications - peers, professionals - child’s language and mode
  - Academic level
  - Full range of needs/direct instruction
- Assistive technology
Various assessment tools and strategies
Functional, developmental, academic areas
Parent observations
“Technically sound” instruments
No racially or culturally discriminatory tests
Language and form most likely to yield accurate information
Trained and knowledgeable personnel
Paula performs at the 3.2 grade level on the OneTwoThree Math Evaluation.

David reads at the fifth grade level as measured by the ABC Reading Evaluation.

Lee turns in her assignments on time 60 percent of the time.
What are the Child’s Goals?

- How the disability affects progress in general education curriculum
- Measurable annual goals, including academic and functional goals
- Other educational needs resulting from the disability
- Age 16 - postsecondary goals
By June ‘09 Howard will perform at the 4.2 grade level on the OneTwoThree Math Evaluation.

At the end of the school year David will read at the sixth grade level as determined by the ABC Reading Evaluation.

Lee will turn in her assignments on time 95 percent of the time by June ‘09.
What Services are Needed to Achieve IEP Goals?

- Special education - specially designed instruction to meet the unique needs of the child

- Related services - services that allow a child to benefit from special education
  - Audiology
  - Counseling
  - Interpreting
  - Parent counseling and training
  - Psychological services
  - Speech-language pathology
  - Transportation
Supplementary aids and services - allow children to be educated with nondisabled children

To the child or on behalf of the child

Program modifications or supports for personnel

Assessment accommodations and determination of which is the appropriate assessment

Scientifically based/peer reviewed
Where Should the Child be Placed?

- Based on IEP
- Least Restrictive Environment
  - Maximum extent appropriate
  - Children with disabilities to be educated with nondisabled children
  - Removal from regular education environment only when education cannot be achieved satisfactorily
  - Nature and severity of disability
  - Supplementary aids and services
- Parents part of the group that decides placement
Procedural Safeguards

- Right to examine all records relating to child and participate in meetings
- Right to obtain an independent educational evaluation of child
- Prior written notice if school proposes change in child’s identification, evaluation, placement
Disagreement?

- Try to solve problem within school
- Mediation
- Due process hearing (resolution session)
- Appeal to State education agency
- Appeal to court
Elementary and Secondary Education Act/No Child Left Behind

- Assessments in reading, math, science
- States, schools, school districts must make Adequate Yearly Progress
- State report cards
- Teachers must be Highly Qualified
“Complete” education
Growth models
Common core state standards
Common core assessments
College and career-ready standards
“Highly effective” teachers and principals
Teacher pay tied to student performance
What’s Ahead?

- ESEA Reauthorization
- New Congressional members
- Stimulus money running out
- Reducing the deficit
- Continuing trend to raise achievement for students with disabilities
- IDEA Reauthorization
Thanks for your attention!

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